

## Middle School Social Studies Curriculum Early American History – Grade 8

### Description

Eighth grade social studies will focus on the study of American history from the very beginnings through the year 1873. This will provide students with the opportunity to learn about history of the United States from the pre-Columbian era to Reconstruction. Additionally, students will investigate how American's political system works, what the responsibilities of citizenship include, and what makes American democracy unique. The course of study will also allow students to trace the rise of America's economic system, examine how the geography of the United States has influenced its development, and explore how America has emerged as a diverse culture.

H I S T O R I C A L  P E R S P E C T I V E S	G E O G R A P H Y  A N D  E C O N O M I C S	EXPLORATION	G O V E R N M E N T  A N D  C I V I C S	C U L T U R E  A N D  S O C I E T Y
		COLONIZATION		
		REVOLUTION		
		CONSTITUTION		
		EARLY GOVERNMENT		
		EXPANSION		
		CONFLICT		

### Course Questions

Our primary goal of this course is to help students discover the tools, processes, methods, and techniques to think historically. To achieve this, the following course-long questions were designed to be considered through all units of study.

- a) What rights do individuals have?
- b) How did culture and social institutions impact the development of the United States?
- c) How did conflicts arise and how were they resolved?
- d) How did economic issues impact the development of the United States?

- e) How does economics both create and solve conflict?
- f) What role did geography play in the early development of the United States?
- g) In what ways has conflict resulted from the migration and settlement of people in the United States?
- h) Why is it important to study the history of the United States?

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> <li>1. What cultural and /or social institutions led to the Age of Exploration?</li> <li>2. What economic issues impacted the development of the Age of Exploration?</li> <li>3. What role did geography play in the development of the Age of Exploration?</li> <li>4. How has conflict resulted from the discovery of the Americas and the migration of people from Europe to the Americas?</li> </ol>	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> <li>• Use tools to investigate historical events</li> <li>• Chronological understanding</li> <li>• Cause and effect relationships</li> <li>• Impact of significant individuals</li> <li>• Analyze social, political, and economic characteristics of the Age of Exploration</li> </ul> <p><i>Core Content:</i></p> <ul style="list-style-type: none"> <li>• Conflict and competition may occur as cultures emerge and develop</li> <li>• Human settlement develops in different ways based on the culture and needs of settlers</li> <li>• History is a series of connected events shaped by multiple cause and effect relationships, tying the past to the present.</li> <li>• America's diverse society began with the "Great Convergence" of European, African, and Native American people beginning in the late 15<sup>th</sup> Century.</li> <li>• The Age of Exploration produced extensive contact among isolated cultures and brought about massive political, economic, and social change.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrival of native peoples in America.</li> <li>• Marco Polo</li> <li>• European desire for trade with Asia</li> <li>• Improvements in sailing and navigation.</li> <li>• Famous explorers such as da Gama, Diaz, Cortez, Magelan, etc.</li> <li>• Christopher Columbus and his voyage of discovery.</li> <li>• Exploration of America</li> <li>• Introduction of diseases into America</li> <li>• Conquest of native people</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Work in groups to complete a map exercise that discusses the issues of the Ice Age, Land Bridges, and the arrival of native peoples in the Americas</li> <li>• Participate in a role play modeled on the television game show "To Tell the Truth" about famous explorers to learn more about the causes and effects of the Age of Exploration</li> <li>• Watch the television production <i>Columbus and the Age of Discovery</i> that visually recreates the voyage of Columbus. To assess the activity the students will answer a open response question dealing with explorers and reasons for exploration.</li> <li>• Create multi-media presentations that examine diverse groups and individuals among early native populations</li> <li>• Create illustrated time lines of the early United States that reflect the cultural influences of the early explorers and settlers; especially the Spanish, French, and British.</li> <li>• Create posters on the Age of Exploration depicting major social, political, and economic events of that time period.</li> </ul>

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> <li>How did culture and social institutions impact the development of colonies in North America?</li> <li>How did economic issues impact the development of colonies in North America?</li> <li>What role did geography play in the development of colonies in North America?</li> <li>How did economic issues both create and solve conflict in the North American colonies?</li> <li>In what ways has conflict resulted from the migration and settlement of people in the North American colonies?</li> <li>Why is it important to study the history of colonial life?</li> </ol>	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> <li>Use tools to investigate historical events</li> <li>Chronological understanding</li> <li>Cause and effect relationships</li> <li>Impact of significant individuals</li> <li>Analyze social, political, and economic characteristics of the Colonial Period.</li> </ul> <p><i>Core Content:</i></p> <ul style="list-style-type: none"> <li>Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives.</li> <li>Compromise and cooperation are possible choices for positive social interaction and resolution of conflict.</li> <li>Competition among buyers and sellers impacts the price of goods and services.</li> <li>The basic economic issues addresses by producers are production, distribution, and consumption of goods and services.</li> <li>Human settlement develops in different ways based on the culture and needs of settlers.</li> <li>The physical environment both promotes and limits human activities.</li> <li>History is a series of connected events shaped by multiple cause-and-effect relationships.</li> <li>The ideals of equality and personal liberty, as developed during the Colonial Period, were motivations for the American Revolution and proved instrumental in forging a new nation.</li> </ul>	<ul style="list-style-type: none"> <li>Belief that the purpose of colonies is to benefit the parent country.</li> <li>Charter</li> <li>Importance of monopoly</li> <li>Mercantilism</li> <li>Effort to maintain a positive balance of trade</li> <li>Restrictions on colonial trade</li> <li>Martin Luther and the Protestant Reformation</li> <li>Lost Colony of Roanoke – Sir Walter Raleigh</li> <li>Jamestown – John Smith and John Rolfe</li> <li>New England, Middle, and Southern Colonies</li> <li>Huguenots</li> <li>Separatists</li> <li>Mayflower Compact</li> <li>Puritans</li> <li>Quakers</li> <li>Great Awakening</li> <li>Development of the original colonies</li> <li>Introduction of</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Study one of the original thirteen colonies and develop a brochure designed to serve as an advertisement trying to attract people from the Old World to their colony. These brochures should address the assigned colony's founder, reason for being founded, climate and geography, religion, economy, and how people lived there.</li> <li>Learn about various aspects of life in the colonies and play a game of "Jeopardy" designed to test their knowledge.</li> <li>Read and listen to information about the Salem Witchcraft trials from both primary and secondary sources and answer an open response questions related to them.</li> <li>Study information about the New England colonies, Middle colonies, and Southern colonies and then write an open response discussing which colonial section they would have liked to have lived in, and why?</li> <li>Study the ways that the colonial sections differed economically and play a game designed to reinforce these differences. A portion of this game should give the students an understanding and appreciation of the value of antiques from the colonial period.</li> <li>Participate in a game where they try and match colonial occupations and descriptions of those occupations. They will further discuss these occupations and their relation to similar occupations today. To assess students' learning they will answer an open response.</li> <li>Create an illustrated time line of the Colonial Period that discuss the similarities and differences between the three main colonial sections.</li> <li>Trace the development of economic systems or institutions of the colonial period. They will use visual and written information about economic institutions. To assess their knowledge they will create video info-commercials to describe benefits to the people and government.</li> <li>View print and visual materials to examine the role that geography had on the colonial period. Utilizing groups the</li> </ul>

Course/Grade: **Middle School American History**

Unit: **Colonization**

Suggested Length: **6 Weeks**

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
		<p>slavery into the colonies</p> <ul style="list-style-type: none"><li>• Colonial Life</li><li>• Colonial Governments</li><li>• People of the Colonies</li><li>• Colonial Economy</li><li>• Trade and Commerce in the colonies</li><li>• Salem Witchcraft Trials</li><li>• Natural Resources and colonial economies</li><li>• House of Burgesses</li></ul>	<p>students will then construct posters, collages, or other multi-media presentations that illustrate the role that geography played in colonial development.</p> <ul style="list-style-type: none"><li>• Examine the impact, both positive and negative, that Native Americans and on the colonial period and create a “Top-Ten List” of the most significant of these events.</li><li>• Create a video presentation depicting life in the colonies. This video should address the assigned colony’s founder, reason for being founded, climate and geography, religion, economy, and how people lived there.</li></ul>

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> <li>1. What rights did colonists have, or not have, in the thirteen colonies?</li> <li>2. How did culture and social institutions impact the development of the Patriot movement and the American Revolution?</li> <li>3. How did conflict arise in the thirteen colonies, and how was it resolved?</li> <li>4. How did economics both create the American Revolution, and became part of the solution?</li> <li>5. What role did geography play in the development of the American Revolution?</li> <li>6. Why is it important to study the history of the American Revolution?</li> </ol>	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> <li>• Use tools to investigate historical events</li> <li>• Chronological understanding</li> <li>• Cause and effect relationships</li> <li>• Impact of significant individuals</li> <li>• Analyze social, political, and economic characteristics of the American Revolution</li> </ul> <p><i>Core Content:</i></p> <ul style="list-style-type: none"> <li>• The US Declaration of Independence guarantees certain rights for all citizens</li> <li>• Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives.</li> <li>• Conflict and competition may occur as cultures emerge and develop.</li> <li>• Compromise and cooperation are possible choices for positive social interaction and resolution of conflict.</li> <li>• History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present</li> <li>• The ideals of equality and personal liberty as developed during the colonial period, were motivations for the American Revolution and proved instrumental in forging a new nation.</li> </ul>	<ul style="list-style-type: none"> <li>• French and Indian War</li> <li>• Proclamation of 1763</li> <li>• Stamp Act</li> <li>• Townshend Acts</li> <li>• Sugar Act</li> <li>• Boston Massacre</li> <li>• Boston Tea Party</li> <li>• Intolerable Acts</li> <li>• Taxation without Representation</li> <li>• Sons of Liberty</li> <li>• Committees of Correspondence</li> <li>• First Continental Congress</li> <li>• Second Continental Congress</li> <li>• Thomas Paine and “Common Sense”</li> <li>• Declaration of Independence</li> <li>• Thomas Jefferson</li> <li>• Natural rights</li> <li>• Minutemen and colonial militias</li> <li>• Lexington and Concord</li> <li>• Patriots and Loyalists</li> <li>• Famous Patriot leaders</li> <li>• Famous British leaders</li> <li>• George</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Complete a map exercise that examines the French and Indian War to compare and contrast the ownership of land in North America by European countries before and after this war in order to understand the mindset of colonists in the year 1763.</li> <li>• In groups of three or four, examine the many “Acts” committed by the King and Parliament that helped cause unrest in the colonies. While examining these causes of the war they will rank them in terms of importance on an “Unrest-o-Meter.” Students will have to support their rankings by writing a rationale for each choice that will be presented to the class.</li> <li>• Learn about the many Patriot leaders and Loyalists and their varying attitudes towards independence. This will be done through a series of role-play debates on the issue of declaring independence. One debate will require splitting the class into groups that represent the patriots, the loyalists, as well as citizens that were neutral on the issue initially. The other debate will be structured around two students “facing off” while representing the two sides. To assess the series of debates the students will write a dialogue in which they represent the arguments of the two sides regarding the independence issue.</li> <li>• Examine the Declaration of Independence through a group project that analyses the document using a copy of the Declaration so that they understand the true meaning of the words, not just the words.</li> <li>• Complete a map exercise covering the major military campaigns of the Revolutionary War. Through this exercise students should become familiar with famous battles and leaders on both sides as well as understand the true complexity of a war fought over much of the Thirteen Colonies.</li> <li>• Read primary source documents from members of the Continental Army who were present at Valley Forge and to assess what they have learned they will write a one page</li> </ul>

Course/Grade: **Middle School American History**

Unit: **Revolution**

Suggested Length: **6 Weeks**

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
		<p>Washington</p> <ul style="list-style-type: none"><li>• Continental Army</li><li>• Major Battles of the Revolution</li><li>• Valley Forge</li><li>• Treaty of Paris of 1783</li></ul>	<p>letter describing what conditions were like there during the terrible winter.</p> <ul style="list-style-type: none"><li>• Role-play a counselor or mediator trying to resolve differences between the British and their colonies in America. Listen to the individual or groups involved in the conflict and try and resolve their differences.</li><li>• Work in groups to explore the effect that geography had on both the causes of the American Revolution as well as the fighting of the war.</li><li>• Create annotated time lines that depict the events that led up to the American Revolution.</li></ul>

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> <li>1. What rights and responsibilities of citizens of the U.S. have as defined in the Constitution of the U.S. and the Bill of Rights?</li> <li>2. How did culture and social institutions impact the development of the Constitution of the U.S.?</li> <li>3. During the development of the Constitution of the U.S., what conflicts arose, and how were they resolved?</li> <li>4. How did economic issues impact the development of the Constitution of the U.S.?</li> <li>5. What role did geography play in the development of the Constitution of the U.S.?</li> <li>6. Why is it important to study the history of the development of the Constitution of the U.S.?</li> </ol>	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> <li>• Use tools to investigate historical events</li> <li>• Chronological understanding</li> <li>• Cause and effect relationships</li> <li>• Impact of significant individuals</li> <li>• Analyze social, political, and economic characteristics of the American Revolution.</li> </ul> <p><i>Core Content:</i></p> <ul style="list-style-type: none"> <li>• Governments may take different forms</li> <li>• Democratic governments function to preserve and protect the rights, liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws</li> <li>• The Constitution of the US is a flexible document that changes and is interpreted over time to meet the needs of its citizens.</li> <li>• The US Constitution separates power among the legislative, executive, and judicial branches to prevent the concentration of political power and to establish a system of checks and balances</li> <li>• Federal and state governments have both separate and shared powers</li> <li>• The Constitution and Bill of Rights guarantee certain rights for all citizens.</li> <li>• In order for the US government to function as a democracy, citizens must assume responsibilities and duties for its functioning</li> <li>• Compromise and cooperation are possible choices for positive social interaction and resolution of conflict</li> </ul>	<ul style="list-style-type: none"> <li>• The Critical Period</li> <li>• Land Ordinance of 1785</li> <li>• Northwest Ordinance of 1787</li> <li>• Townships</li> <li>• Shay's Rebellion</li> <li>• The Articles of Confederation</li> <li>• Constitutional Convention</li> <li>• James Madison</li> <li>• Virginia Plan</li> <li>• Great Compromise</li> <li>• 3/5 Compromise</li> <li>• Trade Compromises</li> <li>• Election Compromises</li> <li>• Ratification of the Constitution</li> <li>• Federalists</li> <li>• Anti-federalists</li> <li>• Bill of Rights</li> <li>• Protection of individual rights</li> <li>• Natural Rights</li> <li>• Government based on the consent of the governed</li> <li>• Separation of powers into three branches: Legislative, Executive, and Judicial</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Complete a map exercise that demonstrates the expansion of the United States as a result of the Treaty of Paris of 1783.</li> <li>• Create a poster, banner, or other multimedia presentation that presents information pertaining to the Articles of Confederation and its strengths and weaknesses.</li> <li>• Examine the importance of having an organized government and written constitution through creating, in groups, a constitution that will provide structure for the class or grade. They will then compare their constitution to the U.S. Constitution to find differences and similarities.</li> <li>• Construct a list of the groups not represented at the Constitutional Convention in 1787; speculate about how the Constitution might have been different if the groups not represented had been present. They will communicate these differences through a group performance event.</li> <li>• Use a copy of the U.S. Constitution to complete a crossword puzzle that examines the structure of the document as well as the structure of the government that it creates.</li> <li>• Use a copy of the U.S. Constitution to answer a series of twenty-five questions that examine the structure of the government created by the Constitution as well as introduce them to the ideas of "separation of powers" and "checks and balances."</li> <li>• Participate in role-play games designed to show them how the ideas of "separation of powers" and "checks and balances work."</li> <li>• Participate in a group discussion about the Bill of Rights to examine their perception of how local, state, and federal governments protect, or do not protect, these rights. Following this discussion they will write a "letter to the editor" portfolio piece where they present their views on the most important personal rights.</li> </ul>



Course/Grade: **Middle School American History**

Unit: **Constitution**

Suggested Length: **7 Weeks**

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
	<ul style="list-style-type: none"><li>The ideals of equality and personal liberty, as developed during the colonial period, were instrumental in forging a new nation.</li></ul>	<ul style="list-style-type: none"><li>Two-house legislature</li><li>Electoral College</li><li>Federal System</li><li>Checks and balances</li><li>Amendments</li><li>Delegated, Reserved, and Concurrent powers</li></ul>	<ul style="list-style-type: none"><li>Participate in role-playing activities where they demonstrate the changing nature of the Constitution. They will role play important historical figures and explain how they dealt with important issues, eg. Abraham Lincoln and Slavery.</li><li>Examine the ideals of equality and personal liberty in terms of people and/or groups that support them. They should try and find examples of people and/or groups who felt that government had not reached its potential in supporting equality and personal liberty. To assess these discussions the students will write newspaper articles, as portfolio piece, that supports equality and personal liberty.</li></ul>

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<p>1. How did culture and social institutions impact the development of the early governments of the United States?</p> <p>1. How did conflicts arise during the development of early governments in the U.S. and how were they resolved?</p> <p>1. How did economic issues impact the development of the early governments in the U.S.?</p> <p>1. How did economics both create and resolve conflict during the development of the early governments of the U.S.?</p> <p>1. What role did geography play in the development of the early government of the U.S.?</p>	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> <li>• Use tools to investigate historical events</li> <li>• Chronological understanding</li> <li>• Cause and effect relationships</li> <li>• Impact of significant individuals</li> <li>• Analyze social, political, and economic characteristics of the development of early American governments</li> </ul> <p><i>Core Content:</i></p> <ul style="list-style-type: none"> <li>• Democratic governments function to preserve and protect the rights, liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws</li> <li>• Conflict and competition may occur as cultures emerge and develop</li> <li>• Compromise and cooperation are possible choices for positive social interaction and resolution of conflict</li> <li>• The physical environment both promotes and limits human activities such as exploration, migration, and trade.</li> <li>• The growth of democracy and geographic expansion were significant in American history.</li> </ul>	<ul style="list-style-type: none"> <li>• George Washington becomes President</li> <li>• First Cabinet</li> <li>• Hamilton's debt and banking policies</li> <li>• Adam Smith and capitalism</li> <li>• National Bank</li> <li>• XYZ Affair</li> <li>• Louisiana Purchase</li> <li>• Lewis and Clark</li> <li>• British Impressment of American sailors</li> <li>• Competition and free market</li> <li>• Formation of Political Parties</li> <li>• Federalist Era</li> <li>• Jeffersonian Era</li> <li>• Alien and Sedition Acts</li> <li>• Washington, D.C. developed</li> <li>• Judicial Review</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Participate in a role-play modeled on the television game show "To Tell the Truth" to gain a better understanding of George Washington's life and contributions to American history.</li> <li>• Participate in a discussion covering the development of the first "cabinet" in American history and the financial issues they faced as soon as they were in power. This discussion should center on the financial plan proposed by Alexander Hamilton and opposed by Thomas Jefferson. Students will then, in groups, present a performance event that demonstrates their understanding of this conflict and their ideas for resolving it.</li> <li>• Create a chart or poster that outlines the major events in American history that occurred during the administrations of George Washington, John Adams, and Thomas Jefferson.</li> <li>• Write a newspaper editorial that either supports or opposes the Alien and Sedition Acts</li> <li>• Complete a map exercise that outlines the purchase of the Louisiana Territory by Thomas Jefferson and the travels of Lewis and Clark.</li> <li>• View a video presentation covering the travels of Lewis and Clark and then write an Open Response reacting to the expansion of the United States at the expense of the Native American population.</li> <li>• Design a pictorial display or other multi-media presentation that demonstrates understanding of the major events that occurred during the administrations of George Washington, John Adams, and Thomas Jefferson.</li> <li>• Participate in role-playing activities, in small groups, that show what individual rights may have been violated by the Alien and Sedition Acts by role-playing a counselor or mediator working to resolve the differences between President Adams and the leaders of the Democratic-Republican Party.</li> </ul>

Course/Grade: **Middle School American History**

Unit: **Early Government**

Suggested Length: **3 Weeks**

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
			<ul style="list-style-type: none"><li>Discuss the XYZ Affair and compare how the United States responded to this “international” situation and how we respond to international situations today.</li></ul>

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> <li>How did the rights of U.S. citizens conflict with the rights of the native peoples as the U.S. expanded across the continent?</li> <li>How did the culture and social institutions impact the expansion of the U.S.?</li> <li>How did economic issues impact the expansion of the U.S.?</li> <li>What role did geography play in the expansion of the U.S.?</li> <li>In what ways has conflict resulted from the migration and settlement of people as they expanded across the continent, and how were they resolved?</li> <li>Why is it important to study the idea of Manifest Destiny?</li> </ol>	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> <li>Use tools to investigate historical events</li> <li>Chronological understanding</li> <li>Cause and effect relationships</li> <li>Impact of significant individuals</li> <li>Analyze social, political, and economic characteristics of the expansion of the United States</li> </ul> <p><i>Core Content:</i></p> <ul style="list-style-type: none"> <li>Conflict and competition may occur as cultures emerge and develop</li> <li>Compromise and cooperation are possible choices for positive social interaction and resolution of conflict</li> <li>Productive resources are limited and do not satisfy all the wants of individuals, societies, and governments</li> <li>Different factors affect where human activities are located and how land is used in urban, rural, and suburban areas</li> <li>Human settlement develops in different ways based on the culture and needs of settlers</li> <li>Human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity, and technology</li> <li>The growth of democracy and geographic expansion were significant in American history</li> </ul>	<ul style="list-style-type: none"> <li>Louisiana Purchase</li> <li>Monroe Doctrine</li> <li>Texas Independence</li> <li>The Alamo</li> <li>Mexican War</li> <li>Treaty of Guadalupe Hidalgo</li> <li>War of 1812</li> <li>Gadsden Purchase</li> <li>Oregon Country and the Oregon Trail</li> <li>California and the Gold Rush</li> <li>Mexican Cession</li> <li>Spanish Cession</li> <li>Andrew Jackson</li> <li>The “Age of Jackson” and the continued development of democracy in the United States</li> <li>Manifest Destiny</li> <li>Reform Movements</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Create a chart or poster that highlights the major events that occurred during the administrations of James Madison, James Monroe, John Quincy Adams, and Andrew Jackson</li> <li>Complete a map exercise that discusses the causes of the War of 1812 and the major battles of the War of 1812 to learn about the events that insured the United States of their continued independence</li> <li>Participate in a discussion on the Monroe Doctrine that centers on the reasons for the pronouncement and what it meant both then and today for American history. To assess this activity the students will write a reaction piece that centers on the impact the Monroe Doctrine had then and today.</li> <li>Complete a map exercise that traces the expansion of the United States from the Mississippi River to the Pacific Ocean.</li> <li>Participate in a group activity that has them role-play the experiences of the Oregon Trail by playing the computer simulation Oregon Trail II and then presenting a performance event that recreates what they experienced during the game.</li> <li>Create multi-media presentations that highlight the various reform movements that began during the early 1800’s. These presentations should include information pertaining to the abolition movement, women’s rights movements, aid for the mentally handicapped, prison reform, and any other pertinent reforms from the time period.</li> <li>Participate in a game that simulates westward expansion by having the students “travel” from the East coast to Sacramento, California to take part in the Gold Rush. Students should “experience” what the settlers experienced during their travels west.</li> <li>Create two “Top Ten” lists pertaining to manifest destiny. One list should indicate reasons why we should expand across the continent while the other should indicate reasons</li> </ul>

Course/Grade: **Middle School American History**

Unit: **Expansion**

Suggested Length: **4 Weeks**

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
			<p>why we should not expand.</p> <ul style="list-style-type: none"><li>• Study the desire for “good land,” indicating its impact on individuals and American society especially in terms of expansion. They will present their findings in different forms hat could include written reports, oral presentations, multimedia presentations, or performance events.</li><li>• Review visual and print materials of the period of Manifest Destiny and examine patterns of human movement. They will create bulletin boards, collages, or multimedia presentations that center on the impact of expansion on the Native America tribes.</li></ul>

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> <li>How did the rights of citizens from different sections of the U.S. come into conflict during the period of Sectionalism and Civil War?</li> <li>How did culture and social institutions impact the development of the Civil War and Reconstruction?</li> <li>How did economic issues impact the development of the conflict known as the Civil War and Reconstruction, and how were they resolved?</li> <li>What role did geography play in the development of the Civil War and Reconstruction?</li> <li>Why is it important to study the history of the Civil War and Reconstruction?</li> </ol>	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> <li>Use tools to investigate historical events</li> <li>Chronological understanding</li> <li>Cause and effect relationships</li> <li>Impact of significant individuals</li> <li>Analyze social, political, and economic characteristics of the period surrounding the American Civil War and Reconstruction</li> </ul> <p><i>Core Content:</i></p> <ul style="list-style-type: none"> <li>Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives</li> <li>All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives</li> <li>Conflict and competition may occur as cultures emerge and develop</li> <li>Compromise and cooperation are possible choices for positive social interaction and resolution of conflict</li> <li>Productive resources are limited and do not satisfy all the wants of individuals, societies, and governments (scarcity).</li> <li>The natural resources of a place or region impact its political, social, and economic development.</li> <li>History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present</li> <li>Political, social, economic, and cultural differences among sections of the U.S. resulted in the American Civil War.</li> </ul>	<ul style="list-style-type: none"> <li>Economic differences among sections</li> <li>Nullification controversy</li> <li>Controversy over slavery</li> <li>Clash between national sovereignty and states' rights</li> <li>Missouri Compromise</li> <li>Compromise of 1850</li> <li>Kansas-Nebraska Act</li> <li>Bleeding Kansas</li> <li>John Brown in Kansas and Harper's Ferry</li> <li>Denial of slaves' basic rights</li> <li>Abolitionist movement</li> <li>Northern Industry versus Southern agriculture</li> <li>Abraham Lincoln</li> <li>Lincoln Douglas debates</li> <li>Dred Scott Decision</li> <li><i>Uncle Tom's Cabin</i></li> <li>Lincoln elected</li> <li>Secession</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Participate in a role-play activity where they recreate discussions on democracy between historical individuals from the Civil War era. These could include Abraham Lincoln, Stephen Douglass, John Brown, Frederick Douglass, Dred Scott, etc.</li> <li>Research and present performance events that recreate different topics pertaining to the Civil War and Reconstruction eras. Topics could include slavery, states' rights, economic differences, military strategy, plans on reconstruction, civil rights legislation, etc.</li> <li>Study slave narratives and other primary source information about slavery in the south during early American history. They should compare the views expressed in these documents with modern attitudes and views about minority groups. They will then write a portfolio piece in the form of a newspaper editorial addressing this issue from a variety of points of view.</li> <li>Create posters, charts, or collages that highlight the social, political, and economic causes of the American Civil War.</li> <li>Listen to musical selections of songs from the Civil War period and discuss the content and meanings of these songs and relate them to music from the contemporary era.</li> <li>Complete a map exercise that highlights the major battles of the American Civil War so that they understand the scope and sequence of the fighting of this war.</li> <li>Watch a video presentation (Gettysburg, _____) that demonstrates the style of fighting in the Civil War and the conditions that members of both sides operated under throughout the war.</li> <li>Participate in a role-play modeled after the television game show "To Tell the Truth" about the life of Abraham Lincoln to gain an understanding of this historical figure.</li> <li>View primary source readings pertaining to life in prisoner of war camps, such as Andersonville, on both sides of the war. They will then write "letters" home as if they were</li> </ul>

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
		<ul style="list-style-type: none"> <li>• Confederate States of America</li> <li>• Border States</li> <li>• Jefferson Davis</li> <li>• Robert E. Lee</li> <li>• Ulysses S. Grant</li> <li>• Fort Sumter</li> <li>• Major Battles of the Civil War</li> <li>• Gettysburg Address</li> <li>• Women in the War</li> <li>• Naval Warfare</li> <li>• Emancipation Proclamation</li> <li>• Reconstruction</li> <li>• John Wilkes Booth</li> <li>• Freedman's Bureau</li> <li>• Civil Rights</li> <li>• Amendments (13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup>)</li> <li>• Ku Klux Klan</li> <li>• Impeachment</li> <li>• The New South</li> <li>• Reconstruction Ends</li> <li>• Jim Crow Laws</li> <li>• Plessy versus Ferguson</li> </ul>	<p>residing in one of these camps – either Southern or Northern.</p> <ul style="list-style-type: none"> <li>• Conduct research on, and then create a work of art (song, poem, collage, photograph) that expresses what experiences an African American soldier in the Northern Army underwent during the war.</li> <li>• Read, discuss, and analyze the impact of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments of the Constitution on American economics, politics, and culture. Evaluate whether these amendments improved the position of African-Americans in this country. Debate the impact of these Amendments on minorities today</li> <li>• Compare and contrast the causes of the American Revolution and the American Civil War. In small groups they should discuss the attitudes, ideas, and positions of the Patriots during the Revolution and the Southerners during the Civil War regarding their reasons for “separation.”</li> </ul>